**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 4th** | | | | **Date(s)**: Days 19-20 |
| **Unit Title**: Publication of Classroom Booklet, Unit 1, Task 4 | | | | **Corresponding Unit Task:** Students will write/type their final draft of their paper for publication in the classroom booklet. Work from every student will be compiled into the booklet. | | |
| **Essential Question(s):**   * How does literature help readers make sense of their own lives? * How do readers infer character traits based on their thoughts, actions, and dialogue? * How does using strategies help me as a reader? * Why do authors use descriptive language to develop a character? * How do we engage in collaborative discussion? | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | |
| **Teacher/Student:**  [**Student Treasures Publishing Program**](http://www.studentreasures.com/publishingprograms/)  [**Free Printable Certificates**](http://www.certificatestreet.com/)  [**Checklist for Task 4**](Checklist%20for%20Task%204.docx)  [**C.O.P.S Editing Strategy**](http://writingprompts4kids.blogspot.com/2010/03/cops-editing-strategy.html)  [**"Smart" by Shel Silverstein**](http://www.fi.edu/pieces/knox/smart.pdf)  [**"Smart" by Shel Silverstein - Slideshow**](http://www.authorstream.com/Presentation/Hallschool-166653-smart-Entertainment-ppt-powerpoint/) | | | | | Keyboard terms (students will need this for typing):  Caps lock or shift, Delete, backspace, spell check (F7), spacebar, tab, using shift for symbols such as ! or @. | |
| **Engaging Scenario:** | | | | | **Story Vocabulary** (Selective Tier 2+ words): | |
| **Learning Experience(s)** | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  ***No reading standards in this task.***   * Students will continue to read on-level text with purpose, understanding, accuracy, and fluency. | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W.4.6** - With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  **I can Statements:**  I can discuss writing with classmates and teachers to edit, revise, and plan.  I can use technology to type my final draft including.  **Instructional Plan:**   * Students will continue to revise and edit their paper to prepare the final copy for publication. * Students will create a booklet for classroom publication to include each student’s work. * Have students refer to the rubric as they write. | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.4.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use correct capitalization.   **L.4.2d** - Spell grade-appropriate words correctly, consulting references as needed.  **L.4.4c** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **I can Statements:**  I can use writing conventions correctly to improve the quality of my writing.  I can use grade-level appropriate words and refer to reference guides as needed.  **Instructional Plan:**   * Students will consult reference materials as needed to spell grade appropriate words correctly. | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**    **Standards:**  **SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **I can Statements:**  I can discuss and share my writing through conferencing with classmates and teachers and listening to their ideas.  I can express my opinions about their writing.  **Instructional Plan:**   * Students will practice the habits of good speakers when they present their writing to the class. * Students will practice the habits of good listeners as they listen to peers share their work and offer feedback. | | | | | |
| **Closing/Summarizing Strategy** | * Sharing and presenting the final class booklet, possibly with other classes. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | **Intervention** | | | | **Language Development** |
| - Students can devise their own checklist to evaluate and critique the classroom book based on the attributes that authors use to write a good narrative. | | * Students may create a storyboard to express their thinking if they have trouble writing. * Peer typing assistance or adult support. * Break the typing into chunks… have students only type a small amount at a time so they aren’t overwhelmed…. Extended time. * Read aloud assistance as student types. | | | | * Students may create a storyboard to express their thinking if they have trouble writing. * Peer typing assistance or adult support.   Break the typing into chunks… have students only type a small amount at a time so they aren’t overwhelmed…. Extended time.   * Read aloud assistance as student types. |
| **Assessment(s) & Reflection** | | | | | | |
| **Assessment(s):**   * Finished product of individual student stories as based on the rubric * Finished product of classroom booklet of stories. | | | | | | |
| **Teacher Reflection:** | | | | | | |
| **Teacher Notes:**  As a culminating activity, show ["Smart" by Shel Silverstein - Poem](http://www.fi.edu/pieces/knox/smart.pdf) to discuss feelings and character traits as a review of learned information. | | | | | | |
| **Day 1:**  **APK:** Read aloud “Pigeon Creek” and discuss qualities of a good, final copy of a story. How should a good story be read?  **Teacher directed:** Model how to find the sequence of the story that was read during APK.  **Guided Practice**: Have students make sure their stories have a good beginning, middle, and end. Any last editing can be done during this time.  **Independent:** Students will be typing their final copies in the computer lab. | | | **Day 2:**  **APK:** Ask students to think about why they choose certain books to read. Is it the title? Pictures? Topic? Author? Have the class brainstorm how to make the class booklet appealing to future readers.  **Teacher directed:** n/a  **Guided Practice:** Students will compile their stories into the class booklet and be displayed for students to read throughout the year.  **Independent:** Students will complete their own stories, typed, and finalized to be put into the class booklet. | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*